

# Internship

APK4940C | Class # 10325 | 12 Credits | Summer 2023

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## Course Info

### INSTRUCTOR

**Blain Harrison, Ph.D, CSCS\*D**

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Preferred Method of Contact: **email**

### OFFICE HOURS

Office Hours are by appointment on [zoom](#). You can schedule an appointment with me [here](#).

### MEETING TIME/LOCATION

Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure. Internship Dates: May 15 – August 11, 2023

## COURSE DESCRIPTION

The internship course is a practical, professional experience in a healthcare, fitness/ wellness, or research setting, in which interns earn a grade of S (Satisfactory) or U (Unsatisfactory). The internship experience is meant to be a time of service and innovation to the supervising site as well as a significant learning opportunity for the intern. Only through a practical experience such as this can the efficient application of knowledge, ideas, and skills in a realistic work setting occur. With this, both the intern and the organization should benefit immeasurably.

### PREREQUISITE KNOWLEDGE AND SKILLS

Final semester of APK undergraduate program, cleared by APK advisors

### REQUIRED AND RECOMMENDED MATERIALS

There are no course materials. Course assignments are completed on Canvas

### COURSE FORMAT

Hands-on practical experiences at the discretion of the internship site supervisor.

### COURSE LEARNING OBJECTIVES:

Assessment of Student Learning Outcomes (SLOs) occurs through completion of the Student Learning Outcomes (SLOs) Evaluation. Supervisors will evaluate interns on the

9 specific learning outcomes using a Likert scale. Interns must earn a minimum score of 3 on at least 6 of the 9 competencies in order to successfully meet the internship requirement:

- Integrate principles and methods of math, social sciences, and arts and humanities to applied physiology and kinesiology, wellness, and/or fitness environments. For example:
  - a. Intern can perform body composition calculations.
  - b. Intern can identify socioeconomic impacts on health and fitness behaviors.
  - c. Intern can calculate target and max heart rates in order to prescribe aerobic exercise
- Identify and relate the nomenclature, structures, and locations of components of human anatomy to health, disease, and physical activity. For example:
  - a. Intern can identify muscles used in specific exercises and name other exercises that use those muscles.
  - b. Intern can name specific structures damaged by pathologies like diabetes.
- Identify, examine, and explain physiological mechanisms of homeostasis at various levels of an organism (i.e., cells, tissues, organs, systems). For example:
  - a. Intern can explain the baroreflex.
  - b. Intern can explain why skeletal muscle cells atrophy when immobilized.
  - c. Intern can describe the impact of respiration on blood pH.
- Investigate and explain the effects of physical activity on psychological health as well as the perspectives used to enhance adherence to healthier lifestyles. For example:
  - a. Intern can explain how exercise helps depression.
  - b. Intern knows where to locate information related to psychological health impacts of various activities.
  - c. Interns can identify and properly refer individuals with eating disorders.
- Identify and explain the acute and chronic anatomical and physiological adaptations to exercise, training, and physical activity. For example:
  - a. Intern can explain why resting HR and BP are reduced following endurance training.
  - b. Intern can identify immediate and long-term benefits of resistance training.
- Select and utilize the appropriate scientific principles when assessing the health and fitness of an individual and prescribing physical activity based on those assessments. For example:
  - a. Intern can select a safe fitness test for a cardiac patient.
  - b. Intern can perform skinfold testing and use that data to prescribe appropriate amounts of exercise

- Solve applied physiology and kinesiology problems from personal, scholarly, and professional perspectives using fundamental concepts of health and exercise, scientific inquiry, and analytical, critical, and creative thinking. For example:
  - a. Intern can describe which populations might be prone to ankle sprains.
  - b. Intern can identify medications which might lead to an impaired ability to perform aerobic exercise.
  - c. Intern can prescribe exercise to suit the goals of clients based on fitness assessments.
- Collect, compare, and interpret qualitative or quantitative data in an applied physiology and kinesiology context. For example:
  - a. Intern can perform a submaximal VO<sub>2</sub> test and use the collected data to classify the subject's level of fitness.
  - b. Intern can perform a laboratory experiment and compare their results to other similar studies.
- Effectively employ written, oral, visual, and electronic communication techniques to foster inquiry, collaboration, and engagement among applied physiology and kinesiology peers and professionals as well as with patients, clients, and/or subjects. For example:
  - a. Intern can explain to a patient the importance of hydration during exercise.
  - b. Intern can generate professional emails to ask scientific or medical questions.
  - c. Intern can generate an abstract to present research at a scientific or

## Course & University Policies

### ATTENDANCE POLICY

Students are expected to attend all scheduled internship hours. **The student is to follow the calendar of their internship site, NOT the UF Academic Calendar.** The following link outlines the UF Attendance Policy found in the Undergraduate Catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If a student is absent from their internship site for any reason, the [APK Internship Leave of Absence](#) online form must be completed. Upon submission of the online form, the student's internship site supervisor will receive the responses and be asked to fill out a separate online form approving the reason for the missed time and the plan for making up any missed hours.

### PERSONAL CONDUCT POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

### EXAM MAKE-UP POLICY

Exams may NOT be submitted late. Students will be permitted to access the exams early upon receipt of evidence of a viable explanation for the need for such an accommodation. Requirements

for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Students requesting accommodation for disabilities must first register with the [Dean of Students Office](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **Getting Help**

### **HEALTH & WELLNESS**

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)  
<http://www.police.ufl.edu/>

### **ACADEMIC RESOURCES**

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

### **INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES**

The instructor strives to create an accessible and inclusive environment that is equal for all students regardless of race, gender, ethnicity, or ability. Derogatory, rude, or hurtful interactions with classmates or the instructor are not tolerated. Questions or concerns related to this statement are welcomed by the instructor or may be addressed to members of the APK IDEA Committee:

- Dr. Linda Nguyen, APK IDEA Liaison, [linda.nguyen@hnp.ufl.edu](mailto:linda.nguyen@hnp.ufl.edu)
- Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Evaluation Components (number of each)	Points Per Component	Due Date
Syllabus Review Quiz	5 points	5/21
SMART Goals Assignment	5 points	5/21
Midterm Self-Evaluation	5 points	6/25
Midterm Supervisor Evaluation	100 points	7/2
Student Learning Outcomes Assignment	5 points	8/11
Final Self-Evaluation	5 points	8/6
Final Supervisor Evaluation	100 points	8/11
Internship Experience Evaluation	5 points	8/11
Profile of Position after Graduation	5 points	8/11
Undergraduate Curriculum Survey	5 points	8/11
IDEA Paper	10 points	8/11
Total	250 points	

**Syllabus Quiz:** Assessment of your knowledge of the syllabus will occur through a Canvas e-learning quiz (worth 5 points). Please note that this quiz has instructions and a timelimit for completion; see Canvas quizzes for details.

### **SMART Goals Assignment** (worth 5 points)

This form is used to identify assigned duties/responsibilities and their corresponding SLOs (at least 6 of 9 must be identified). Students will identify one S.M.A.R.T. goal for each SLO on which they intend to be evaluated to be met by the end of the semester. In addition, this form provides emergency contact information and the planned weekly schedule. This form must be completed by the intern via Qualtrics and reviewed with the supervisor before submission

### **Student Learning Outcomes Assignment** (worth 5 points)

Students will submit a paper describing each activity that satisfied the student learning outcomes for the internship. Details on Canvas.

### **IDEA Reflection**

Students will write about the ways in which their internship site met, or did not meet, the unique challenges related to Inclusion, Diversity, Equity, and Access (IDEA) at their specific sites. Reflection on successes and opportunities within each category will be included. Instructions are provided in Canvas and the assignment will be available for the final 2 weeks of the internship.

### **End of Internship Surveys**

Students will complete 3 surveys using the Qualtrics online survey system. These 3 surveys focus on the student's evaluation of their internship site and supervisor, the student's evaluation of the APK curriculum, and the student's post-graduation plans. All three surveys must be completed, along with all other course assignments, to earn a grade of "Satisfactory" for the course.

**Midterm and Final Evaluations** (self-evaluations: 5 points each, supervisor evaluations: 100 points each)

Provide a quantitative and qualitative assessment of intern progress, to identify areas of weakness, and to offer the intern specific recommendations for improvement.

Supervisors will complete these evaluations via Qualtrics. Students will complete a self-evaluation one week prior to the due date of the supervisor version to provide their supervisor with useful information to complete the supervisor evaluation.

\*Students must earn a score of 3, 4, or 5 on each Student Learning Outcome in which they are assessed on the **final** supervisor evaluation (minimum of 6 out of 9 SLO's must be assessed on the final evaluation by your supervisor) in order to earn a grade of Satisfactory for APK4940C regardless of the total points accumulated through other assignments.

\*Supervisors may score students below a 3 on the **midterm** evaluation with regards to the SLO's and this will not automatically earn the student a grade of "Unsatisfactory". Students earning scores of 1 or 2 on the midterm evaluation should discuss ways to improve with their supervisor.

\*An SLO that cannot be evaluated by the site supervisor is given a score of "0". Recall that the supervisor must be able to evaluate the student on 6 of the 9 SLO's on the final evaluation, but **may** evaluate fewer than 6 on the midterm evaluation if the student has not yet met that objective.